

V O I C E S O F E X P E R I E N C E

EDUCATIONAL TELEVISION PROGRAM
at the
SIXTY-EIGHTH ANNUAL CONVENTION
of the
ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES

*
* * *
*

Washington, D. C.

November 17, 1954

presented in cooperation with the
JOINT COMMITTEE ON EDUCATIONAL TELEVISION

TABLE OF CONTENTS

Introduction

EDUCATIONAL TELEVISION, VOICES OF EXPERIENCE	Page 1
--	--------

David D. Henry,
Executive Vice Chancellor, New York University;
Chairman, Joint Committee on Educational Television

Broad public acceptance of TV is important to education; advocates of educational television have been persistent; ETV is now more than a theory; land-grant institutions have pioneered in ETV.

Iowa State College: Five Years of Pioneering

A COLLEGE PRESIDENT LOOKS AT EDUCATIONAL TELEVISION	Page 3
---	--------

J. H. Hilton, President, Iowa State College

Developing educational television; educational television's potential; initial reactions; commercial non-profit plan.

AGRICULTURAL EXTENSION LOOKS AT TELEVISION	Page 5
--	--------

Harold Gunderson, Professor of Entomology

Demonstration teaching and television; single idea teaching method; television extends the specialist; TV extension reaching new people; production problems in extension.

A STATION MANAGER LOOKS AT EDUCATIONAL TV.	Page 7
--	--------

Richard B. Hull, Director, WOI-TV, Iowa State College

Iowa's television pioneer; early development; television: the reproducer not creator.

Michigan State College

THE ARTS PROGRAM AND EDUCATIONAL TELEVISION	Page 9
---	--------

Milton Muelder, Dean, School of Science and Arts

New responsibility for academic departments; basic decisions; university of the air program; early organization arrangements; current organization and programming arrangements within departments; administrative adjustments of teaching loads; selection of staff for TV; budget arrangements; TV program productions; further developments; importance of departmental responsibility.

Michigan State College (cont.)

TELEVISION AND AGRICULTURAL EXTENSION WORK Page 14

D. B. Varner, Director, Cooperative Extension Service

Extension service's key role in educational programming; effects of UHF on size of audience; use of Michigan's commercial stations; television a promising additional tool to extension service.

University of Wisconsin

ADULT EDUCATION AND EDUCATIONAL TELEVISION Page 15

L. H. Adolfson, Director, University Extension Division

Television extends the adult education audience; television - stimulator not "cure-all"; operating principles; initial observations.

WISCONSIN'S APPROACH TO TELEVISION EDUCATION Page 17

H. B. McCarty, Director, Division of Radio-Television Education;
Executive Director, Wisconsin State Radio Council.

Wisconsin's earlier role in radio; closed circuit beginnings; programming highlights; reactions and state-wide plans.

University of North Carolina

EDUCATIONAL TELEVISION IN A MULTIPLE-CAMPUS UNIVERSITY Page 19

J. Harris Purks, Provost, University of North Carolina

Multiple campus resources; Faculty Television Council; television station facilities; Television Production Council.

Oklahoma A. and M. College

OKLAHOMA'S EDUCATIONAL TELEVISION AUTHORITY Page 20

John W. Dunn, Director, Oklahoma Educational Television Authority

Early state action; Oklahoma ETV Authority predominantly educators; commercial cooperation; Norman and Stillwater participating; Citizen's Advisory Committee.

OKLAHOMA A. AND M. IN THE STATE PLAN FOR EDUCATIONAL TELEVISION Page 23

O. S. Willham, President, Oklahoma A. and M. College

Instructional improvements; research tool; agricultural information.

Cooperative Extension Service

WOMEN - THE MOST IMPORTANT TELEVISION AUDIENCE Page 24

Miss Frances Scudder, Director, Division of Home Economics
Programs, Federal Extension Service, U.S. Department of Agriculture

Kind of audience; is audience purposeful; potential for home economics.

The Educational Television and Radio Center

THE CENTER AND NATIONAL EDUCATIONAL TELEVISION Page 26

Harry K. Newburn, President, Educational Television and Radio Center

Utilization of broad educational and cultural resources; exchange program; emphasis on otherwise unavailable programs; entertainment a means to the educational end; definition of program services yet to come; television's accessibility; previous audio-visual experience; talent and cultural resources; education's hidden "stars"; education must be knowledgeable on television.

Summary

David D. Henry

EDUCATIONAL TELEVISION, VOICES OF EXPERIENCE Page 31

Education's base is broadened; ETV provides new methods for old services; educational quality is the key to success.

*
* *
*

INTRODUCTION

EDUCATIONAL TELEVISION - VOICES OF EXPERIENCE

David D. Henry,
Executive Vice Chancellor, New York University;
Chairman, Joint Committee on Educational Television

In introducing the subject of educational television, I need not cite its importance to an audience made up of the members of the Association of Land-Grant Colleges and Universities. By resolution of the Association, by the activity of its member institutions, as a constituent of the Joint Committee on Educational Television, the Association has been in the forefront of the movement.

Nor need I give examples of the achievements of educational television or its potential uses, because those who will follow on this program will give pragmatic down-to-earth descriptions of what has already happened.

BROAD PUBLIC ACCEPTANCE OF TV IS IMPORTANT TO EDUCATION

I can best provide a general setting for the discussion by a brief historical account. Only eight to ten years ago television was still in a laboratory or experimental stage. Today there are some thirty million sets

with a potential audience of nearly one hundred million people. Two out of every three families have a television set. Television has captured the country in a way that surpasses the dramatic expansion of radio and the automobile. Television is now an indispensable part of American life, a fact which in itself is of the greatest importance to American education. When the average high school youth in many communities spends more time in front of a television set than in school we must take heed of the new force that is among us.

ADVOCATES OF EDUCATIONAL TELEVISION HAVE BEEN PERSISTENT

Just three and a half years ago the Joint Committee on Educational Television was formed, and the hearings on allocations for education were yet to be heard. Two and a half years ago the allocation

of two hundred and forty two channels for non-commercial use, an historical decision, was made by the Federal Communications Commission. Even a year ago educational television, as a national service, was largely a vision, discounted by skeptics and critics, both in the commercial industry and among the general public; it was met with indifference within the profession, an indifference sometimes akin to snobbery.

The negative comments were many:

1. Television costs too much.
2. Teachers cannot command popular interest because education has no mass appeal.
3. Television is all right for entertainment, but not for education; since the student can't talk back, he won't listen.
4. Education cannot afford to take on new obligations in energy, or in public relations risks.
5. Television is inherently superficial.
6. Television can't do anything a film won't do.
7. Television is dangerous, for it might improperly become the means of a state control of ideas.

But there were those who patiently, persistently, and with great faith, answered these arguments, a growing corps of believers; and programs began to appear.

ETV IS NOW MORE THAN A THEORY

Now we have a body of experience, not just a theory. Twelve million people live in the metropolitan areas where television stations are now operating in ten different communities. Ten million more live in areas where nine stations are now being built. Thirteen to eighteen

million additional live where thirteen stations will start construction soon. Thus, some thirty-five to forty million people within a year will be within range of educational television service; and this inventory does not include many other areas where hopes for action are justified, or the closed circuit operations where educational programs are being recorded for use on the educational stations, or the many educational programs on commercial television.

All together, some twenty-five million dollars have been spent, matched by an equivalent amount in services, space, and other resources.

In short, the progress in educational television has been not unlike that of commercial television. Some one hundred and sixty-eight of the non-commercial allocations are UHF; some of these are not too active because the educational allocations have the same problems in engineering and set service that confront the industry itself. The VHF channels in all cities over five hundred thousand assigned to education are being utilized, except one. Good progress is being made in the remainder of the VHF allocations. Some unevenness must be expected when it is realized that two-thirds of the two hundred and fifty-two educational present allocations are in communities of less than two hundred thousand people, many of them of less than fifty thousand; communities of this size have very special problems in developing television stations.

LAND-GRANT INSTITUTIONS HAVE
PIONEERED IN ETV

Among the faithful in what is now a national movement, have been many land-grant colleges and universities. Although television, initially, was regarded primarily as an urban medium, the land-grant colleges saw that its

values were not to be measured by total numbers, but by relative ones; not by extent but by depth; not by passive listening, but by action. They saw its potential as an aid to the teacher and extension worker, and as a tool for the small community as well as the large. The beacon that first flashed at Ames, Iowa inspired others, and we are here today with testimony from the members of your own group.

When Chief Justice Warren said about educational television in 1952, "It may be that we are coming to grips with the richest opportunity in history, to make available to every person all the cultural resources that have been painstakingly formed and assembled throughout the century," he was identifying the spirit of the land-grant colleges. It is to be expected that prize demonstrations are from among you.

These voices of experience will now testify.

IOWA STATE COLLEGE: FIVE YEARS OF PIONEERING

A COLLEGE PRESIDENT LOOKS AT EDUCATIONAL TV

President J. H. Hilton

I think there is little question on the Iowa State College campus about the role of television in the total educational processes of the institution. Television has a major role.

1955 will find the College beginning its sixth year of telecasting over WOI-TV -- and its thirty-third year of broadcasting over WOI-AM. We are increasingly inclined to believe that Dr. Paul Lazarsfeld of Columbia University placed the problem in proper perspective when he said, "In the 20th Century there is no longer any still, small voice without the RESONANCE of mass communication."

I submit this as a concept which has peculiar significance for a Land-Grant institution.

DEVELOPING
EDUCATIONAL
TELEVISION

In 1950, the establishment of WOI-TV represented an act of faith. The project faced major problems -- problems of budget, of staff, and of programming. In some quarters there were serious doubts about what television really could do.

We still have major problems. Commercial broadcasters, for instance, are challenging the propriety of a state-supported institution engaging even in non-profit free enterprise. We have a federal tax problem which has yet to be settled. We still need improvement in both the quantity and quality of our educational television programs.

However, despite these and many other problems, we no longer have doubts about television's basic utility and effectiveness as an educational instrument.

WOI-TV now operates with the maximum power allowed. It covers more than 50% of Iowa's area and Iowa's population. It has continuous access to a million or more people -- some 15 hours per day and 7 days per week. I think the opportunity and the potential for educational stewardship in such a circumstance is obvious.

EDUCATIONAL
TELEVISION'S
POTENTIAL

The College regards television from three fundamental points of view:

1. As a major mass communications tool -- a device which effectively extends our extension activities to new thousands who never before have been in contact with our campus, our county extension directors, or our specialists.
2. As a laboratory and school for young scientists, home economists, and agriculturists who are learning the techniques of this new medium in order that they may portray more effectively their fields of technical specialization in the future.
3. As a center for developing new programs and program techniques for our own and other television stations and for the constant study and review of television audience habits, wants and needs.

INITIAL
REACTIONS

When we see

-- The list of 40 individuals trained at WOI-TV now working in the television industry,

-- Or when a single program series produced by our extension and resident home economics staff results in 9700 letters of commendation from 47 counties,

-- When thousands of our citizens can enjoy a course in literature, history or psychology given by our best professors,

-- And when almost half of our total population in Iowa have an opportunity to see and to understand the why and how of research,

-- Then add to this the fact that 50% or more of the people who respond to Iowa State College television have never before been in direct contact with the campus, the county extension personnel, or any other college activity you can begin to understand our feeling toward educational television.

COMMERCIAL
NON-PROFIT
PLAN

Questions have been raised about our commercial, non-profit method of operation.

Under this plan we utilize selected programs from the national networks to enlighten our people, and to build audiences for our local educational productions. Income from the national networks is used solely to defray the expenses of our television and AM-FM radio stations.

While this practice has made it possible to build and operate WOI-TV at no cost to the taxpayer, we have never advocated such a practice as a principle. We believe every institution faces its own different and difficult problems. This simply happens to be the way we have thus far met our local set of problems.

Naturally we want capacity audiences for all of our educational programs. To us this means that WOI-TV must be continuously available to viewers. We cannot, out of our own resources, provide either the quantity or the variety of program material to sustain such a constant audience.

Finally, we believe that people derive most of their "pictures of the world" -- their idea of "what is true" and "what is important" -- from radio, motion pictures, newspapers, and television. Data would seem to indicate television is playing a larger and larger role in this process. Therefore, if Iowa State College ignores the potential of television, it ignores one of the most dynamic devices known for expanding its educational resource. Likewise it throws aside a means of making higher educational understandable and useful to thousands who have never worn a cap and gown but whose children will.

In the 20th Century, Iowa State College believes mass communication is vital to our total educational process.

IOWA STATE COLLEGE: FIVE YEARS OF PIONEERING

AGRICULTURAL EXTENSION LOOKS AT TELEVISION

Harold Gunderson,
Professor of Entomology

Agricultural extension work was started 50 years ago by Seaman Knapp in Texas and Perry Holden in Iowa. The foundation stone on which they based their pioneer efforts was the demonstration method. The present vast structure of agricultural extension education is still solidly set on the demonstration method of teaching - in the United States and in many other lands.

DEMONSTRATION TEACHING
AND TELEVISION

There is nothing new about the idea of teaching by showing and doing. It's been used for thousands of years with good results. Television is another way in which the demonstration technique can be used very effectively.

The advantages of demonstration meetings are these. The individuals present can ask questions and receive answers. They can see and handle the end product of the demonstration and, in that way, convince themselves of its value to them.

But I have conducted demonstrations where the group was so large that the observers could not observe, where the listeners could not hear, or where the "early birds" had trampled on and destroyed the results I hoped to demonstrate. Under these conditions, the demonstration fails in its purpose - to teach by showing and doing.

About 4 years ago, Iowa State College plunged into a new teaching technique - television. It was an ideal medium for Extension specialists who could use their normal procedures without much change.

SINGLE IDEA
TEACHING METHOD

How do extension teaching methods fit into television presentation? First of all, we teach a single idea at a time - corn borer control instead of general entomology, sprayer calibration and nozzle adjustment instead of general mechanics. Second, we use a number of visual aids in our meetings - and the same visuals can be used with more effectiveness in a television program.

Television gives every observer an opportunity to see the demonstration clearly, to hear the specialist and to observe results. An obvious disadvantage of television teaching is that the viewer can't get answers to his questions from the set. However, the specialist should be familiar enough with his subject so that he answers most of the common questions before they are asked.

Television can be as effective and less expensive than other forms of extension teaching. It cannot and should not take the place of farm visits or regular face-to-face meetings, but it can give the specialist 7-league boots. A television program is almost as intimate as a personal visit with each of 10,000 or 200,000 families, without the wear and tear on the specialist involved.

TELEVISION EXTENDS
THE SPECIALIST

Here's an example of what I mean. In October of 1952, I had three 12-minute television shows on rat control. At that time, WOI-TV had an estimated viewing audience of 107,000 sets. In the 2 weeks following this series of programs, there were about 3,000 requests for the material offered on the shows. So we can assume that at least 3,000 people were stimulated to action by the 3 programs.

I spent a total of 3 hours preparing the shows. How does this time, effort, and response compare with those in the rest of my extension work?

During the previous 12-month period I travelled 23,869 miles, held 108 meetings on many subjects, attended by 4,912 people, and made 261 farm visits. I also made 90 radio talks. I think that we can assume each person who came to the meeting wanted and needed the information, so he had a motive for attending. And each one learned a skill he could use to make his farming more profitable or his home more pleasant.

I got 3,000 responses - almost as many as in all my other extension work - from 3 hours work and 3 television shows.

Now, how do these two sets of figures affect me - an Extension specialist? It is my job to pass on to the people of Iowa new and old research information and to stimulate individuals and groups to action. It appears that this job can be done as easily, in some cases at least, by means of television as by traditional methods.

TV EXTENSION
REACHING NEW PEOPLE

I want to emphasize that in Extension Entomology we have added television as another way to reach people. Frequently the people reached in this way have never had an extension contact before. Through television they become interested in new ideas in farming and home making - so we are getting our job done more effectively.

On a stormy day last winter on my way to a meeting, I stopped for coffee at a roadside cafe. Another man came in and we exchanged comments about the weather. He asked about my business and remarked "I've seen you somewhere before." I told him I worked for the College and he said "Sure, I've seen you on television." Then he told me he was an insurance salesman, knew nothing about farming, but enjoyed WOI-TV because he learned things he could use in making farm visits. By watching WOI-TV he was able to get his foot in the door by having topics of farmer interest to discuss. He found our station valuable in his work and had become aware of a new source of information.

Radio, TV, and meetings complement one another. When people have listened to or seen a specialist on radio or TV, he has friends at every meeting - and doesn't have to spend time getting acquainted.

I don't think that Extension people will become swivel chair specialists. They must continue to hold meetings and to make farm visits so that they know the farmers' problems and his questions. Only in that way can they present interesting, informative educational material.

PRODUCTION PROBLEMS
IN EXTENSION

All is not sweetness and light in the use of television by Extension specialists. One problem concerns the mechanics of a show.

The job of TV personnel (producers, directors, etc.) is to make it easy for the subject matter specialist to do television. There appears to be more and more tendency for TV people to feel that their job is the most important one - that we need more producers, more directors, more conferences, more rehearsals.

This trend shuts out the Extension specialist who can't spend that much time on a show. This tendency toward bureaucracy is inherent in all aspects of both business and government and is not a special sin of television.

I also want to comment on the tendency of some TV and radio stations to "run scared" upon receipt of one (or a few) critical letters. If our educational program is sound and well-planned, let's not be stampeded by a few critics. A weather vane swings wildly in each variable puff of wind, and what's right today is wrong tomorrow. An educational program cannot be conducted in that fashion.

I want to end with the observation that we must make education attractive and entertaining, if we are to compete with pure entertainment.

IOWA STATE COLLEGE: FIVE YEARS OF PIONEERING

A STATION MANAGER LOOKS AT EDUCATIONAL TV

Richard B. Hull, Director,
WOI-TV, Iowa State College

When a station manager looks at educational television after five years, his viewpoint tends to have its pathological aspects. An ulcer was supposed to be the occupational ailment in radio broadcasting. If this be true, then assuredly schizophrenia is the equivalent disease in telecasting. The split is not confined to sound versus sight -- but at times I have felt both the College and the television station needed psychiatric aid if they were to be one.

However, all other considerations aside, I will say that for me educational television is the most challenging -- the most difficult -- the most complex and the most expensive -- the most intriguing and the most educationally rewarding of anything with which I have yet dealt.

It was in 1944 when our College radio station was rounding out its first quarter century of educational service to the State of Iowa, that Dr. Charles E. Friley, then president of the College and long-time advocate of the use of mass media in extension education, appointed an all-College Committee to study whether or not the College should enter FM and television broadcasting. After three years of intensive study the Committee recommended the College apply for both facilities. President Friley then urged this action on the Board of Education, suggesting that "we get our feet in the future" with these new media.

Six years later with 5 new staff members, plus a radio staff which worked double-time -- with a basic investment of \$125,000 -- and frankly a lot of fear, WOI-TV went on the air.

IOWA'S TELEVISION PIONEER

By the accident of the FCC "freeze" which prevented other television construction, WOI-TV was the sole station in Central Iowa. The College had a monopoly on television. Our ideas were modest -- our notions experimental -- and our resources limited. However, the expectations of the public were not modest, their voices were loud and sometimes eloquent, and every purchaser of a television set felt he had a personal investment of \$350 and challenged us to betray his judgment. This we frequently did.

At the beginning without cameras, without a production staff, and without studios we could only handle film and slides. The public protested it was getting a too thorough introduction into oil well drilling and I expect the film of one contour plowing project will be forever embedded in their memories.

EARLY DEVELOPMENT

We began our first live show covering an Iowa election. We sent our mobile unit to field demonstrations. We began to produce farm programs -- women's programs -- and children's programs. Meanwhile, we tried to select the best programs from the 4 networks and often our notion of what we wanted convinced the television experts on Madison Avenue that we were either retarded or imbecilic because we selected programs like the United Nations debates which brought no revenue. Our educational friends felt we were crassly commercial because we received money for carrying the Westinghouse Studio One program. We experimented in new television formats. We grew, expanded, added staff, and no amount of square footage ever seemed enough. We found we had 100 people on our television staff, and we saw the television receiver count grow from 1500 sets to more than a quarter million. Our hours of operation went from 3 per day to 18 and from 5 days to 7 days per week -- and we learned about swing shifts. We found a farmer who for 15 years had refused all advices on liming practice and after SEEING a television demonstration, made new plans the next day. We found our in-school programs serving 200 elementary and secondary educational systems. We heard the objection

of faculty members who thought the television investment had cost them their salary raise. We suffered the smarts from too young and too eager people who offended both campus tradition and good manners. We fought real opposition from those who felt so new and shiny and raucous a medium as television had no place in the dignified halls of learning. We suffered the brickbats of those who deplored any education on television and who wanted wrestling and dancing girls.

Meanwhile, we tried to create an editorial policy, to maintain a program balance, to develop new ideas, to behave as stewards of a public trust. And people wrote and called and wired and praised and complained and criticized and blessed -- because somehow each citizen felt he himself owned stock in the station.

And one day we began to realize -- despite the difficulties and the fumbling -- that we had something as powerful as the kick of a Missouri mule and as intimate as a conversation -- that this force belonged to the College and the endless beneficial uses to which it might be put had only begun to show themselves.

TELEVISION: THE
REPRODUCER NOT
CREATOR

We concluded too -- there is no magic in television -- only the possibility of magic. It is an instrument which may be purchased and financed and maintained and used with skill. Properly used it can bring education to more people more often and more vividly than any instrument yet devised. However, it has no soul of its own -- and merely reproduces what is put into its electronic eye whether that image be good, bad, stimulating or merely dull. It reflects the skill and integrity and resource of those who employ it.

I like to remember one of the first letters we received -- it was from a farmer at Humboldt, Iowa who addressed us in pencil and on a ruled 5¢ writing tablet. He wrote: "The wife and I have got us a new television set which cost \$350 and is located in our dining room. Sometimes the reception is different when it rains. I don't know if you boys know it or not but you have started some kind of a revolution down there with that television. It's just wonderful to see all them folks in them Eastern cities." Perhaps we did start some kind of a revolution. We only hope we learn how to finish it.

MICHIGAN STATE COLLEGE

THE ARTS PROGRAM AND EDUCATIONAL TELEVISION

Milton Muelder, Dean,
School of Science and Arts

NEW RESPONSIBILITY FOR
ACADEMIC DEPARTMENTS

When, in 1950-51, Michigan State College began to assemble the equipment and to prepare an application for a license for a television station, a general program policy was stated. The portion of this statement which was of keen interest to the School of Science and Arts read as follows:

Television, as such, is only a medium, a form of communication. That which it communicates -- the content -- must come from the staff, the functions and the activities of the institution . . . The College must supply the educational content. The station must supply the professional form. Together, they can meet the basic requirements of public trust and educational service.

Here was a new responsibility which was apparently designed to be an integral part of our work. How we approached the adaption of educational television into our normal program may be of value and help to others faced with the same questions and problems.

BASIC DECISIONS

Before we could begin practical development, we had to make two decisions:

1. Should educational television be approached as a temporary necessity, or as a permanent addition to college responsibilities? Since we were expecting to have a station and thought, or at least hoped, that we were right in so doing, this question was answered in favor of the permanent. It followed that television teaching would be developed as a permanent part of our regular program.
2. Should we depend for our television work on professionals to be hired, or on professors who were already part of our staff? We decided in favor of professors for two reasons:

We could not compete financially for professionals with commercial television.

In the light of land-grant experience, our task was to make available our resources to the people. In science and arts, our primary resources were in teaching and research. The knowledge, experience and abilities of our staff could not be duplicated or approached by professional people in television regardless of their particular high skills and talents.

UNIVERSITY OF
THE AIR PROGRAM

A major responsibility for the academic departments at Michigan State was the determination that there would be a "University of the Air" program to run one hour, 7:00 to 8:00 pm, every day from Monday through Friday. Because the School of Science and Arts embraces more of the academic departments than any other school (we have 21 departments) this phase of the TV program was of special concern to us.

EARLY ORGANIZATION
ARRANGEMENTS

With basic decisions made, it was immediately apparent that television organization would have to parallel normal organization in teaching and research if it was to become a part of normal responsibility. This organization was departmental. The fundamental responsibility for the new medium must be departmental also. With this in mind we set to work.

A coordinator was selected from our own staff, directly responsible to the Dean, to help

in the process of developing educational television in the departments and to act as liaison with the television production staff. This coordinator was to work intimately with all of the steps in development.

Each department was asked to produce one experimental program, not for broadcast, as we did not yet have a station, but to serve three specific purposes:

1. One member of each department would become familiar with the problems and methods of television production and be prepared to answer in part the curious questions of his colleagues.
2. Data could be gathered on the time and energy required for the production of teaching by television.
3. A group of actual programs produced on a closed-circuit broadcast would serve to introduce the staff of the school as a whole to television teaching, its problems and possibilities.

All three of these purposes were satisfied.

CURRENT ORGANIZATION AND
PROGRAMMING ARRANGEMENTS
WITHIN DEPARTMENTS

The experience of departments with one experimental program each tentatively confirmed the decision to make television teaching departmental in responsibility. Also from this beginning, certain definite problems of staff interest, time and talent emerged which urgently needed solution if departments were to assume their share in educational television.

Partly to enlarge our knowledge of problems and partly to continue definite progress toward actual production, each department was asked to prepare two outlines of twelve-program educational series. The development was to proceed as each department determined in the light of its own organization. One department used its entire staff in six committees. Another simply selected a person to prepare the series. All departments, however, were engaged in organizing some part of their content into possible television teaching.

In addition to the series, each department was asked to begin the accumulation of a fund of ideas for courses, series, and single programs.

ADMINISTRATIVE ADJUSTMENTS
OF TEACHING LOADS

As the series were being developed, work began on solving, insofar as possible, the serious problems of staff interest, time and talent.

The staff, although interested in a general way in the potentialities of television, was concerned about an additional load to be added to classroom teaching and research. Also, many teachers were skeptical of the medium and had no desire to appear on television. Since basic motivation for teachers comes most frequently from a high sense of duty or necessity, the lack of initial eagerness was not forbidding:

if television was as good a potential medium for teaching as seemed possible. In which case teachers would develop the interest as a part of their profession, and

if a solution could be found to the load problem so that new demands could not add to those already made for teaching and research -- not to mention innumerable other less central responsibilities.

Work was begun with department heads, department members and finally the staff of the school meeting as a group to develop administrative policies which would provide time in the normal program for television preparation and production. The major provisions of the final policy are as follows:

1. The end to be established is "the creation of the best possible programs within

the uninterrupted growth of the total teaching and research activities which are the responsibility of the faculty and staff in Science and Arts."

2. The School will have full responsibility for "approving courses to be offered and subject matter, material, amount of credit, methods of grading and sequence of courses." Both credit and non-credit possibilities are covered here.
3. General programs, not so demanding in time as courses or extended series, yet affecting departmental staff and load problems, must be first approved by the School and its departments. This will make possible adequate planning without over-loading.
4. The departments accept a responsibility for the planning and suggestion of program, series and course ideas to be produced on television.
5. Once series and programs are approved, the responsibility for actual production rests, not with the School, but with the individual staff members involved and the television producers.
6. The departments of the School will reduce teaching loads for television teachers in proportion to the time demands, so that teaching by television becomes part of normal load -- and not an extra demand. Whenever possible, loads will also be reduced in advance of production in order to give adequate time for preparation. (This provision is a reflection of the special demands of television for a different kind of preparation than for classroom teaching.)

These general policies satisfied for the present the questions regarding load and specific responsibility.

SELECTION OF STAFF FOR TV

The problem of talent is left for the time being to be determined by further experience. Generally, no staff member is to be urged against his will to do television teaching. Performance skills are valuable, and many teachers have them, however, even more important for education is mastery of content. If any department is found to have no effective talent available, this fact will be recognized in hiring policy. In most cases, departments will have talent available, and the proper use of this talent is essentially a production problem. In other words, we believe at present that teachers can teach on television. Although there are significant differences between classroom and television teaching, they are well within the realm of normal adaption.

BUDGET ARRANGEMENTS

A further problem which concerned the administration particularly was that of a budget adequate to allow preparation of television and to absorb the new load.

1. A rotating fund was needed to be made available to give temporary relief within departments through the hiring of graduate assistants or part time instructors wherever this method was feasible as normal procedure. This problem was solved.
2. A long term addition to the budget for additional staff in departments upon which television demands fell regularly and for departments which could not solve their problems through temporary measures seemed necessary. Television demand needed to become one factor in the regular hiring policy of many departments. The solution to this problem will come in individual cases as a normal budgetary matter.

TV PROGRAM PRODUCTIONS

With most general and specific policies tentatively determined and a solid backlog of program outlines developed by the departments, we began production on WKAR-TV in five definite areas.

1. Courses for Credit - We have offered the literature quarter of a regularly established Literature and Fine Arts course, and are at present offering the art quarter of the same course, and will continue in winter term with music. Through this work we have

reached some general conclusions:

- a) A high level of scholarship and special performance skills do not forbid effective television appearance.
 - b) Sound, responsible work can be offered in selected fields by television means.
 - c) Technical and other problems are very great, but not apparently insuperable.
2. Briefer educational series for no credit - We have offered a twelve-program series in Zoology and another in Sociology. Both of these seemed reasonably effective, and they will be followed next term by a series in Entomology. We did learn that a well-developed central theme is essential in a series of programs, and that this is reinforced by the central responsibility of one person for the programs. He may have many guests, but the continuity of a series depends in part on one person. Cooperative planning and production are possible by a department, but in the actual production, a unity is necessary.
3. Special programs, particularly in the fields of music and art - The producer in this field reports that his central problems have been:
- a) Overcoming skepticism on the part of performers as to the real possibilities in television.
 - b) Finding those performers who have the best natural talent for television appearance.
 - c) Working experimentally in televising the arts on a limited time-budget.
 - d) Solving a series of problems with the technical personnel. Many of these problems are perennial, but some progress has been made on all four. The opportunities to develop new ways of using the medium of television are very great in this field, which is centered rather on general cultural values than on specific educational ends.
4. Series by individuals who have wished to produce on television in their field of particular interest - Most of these people are continuing work they have done in past years on radio in the new medium. These include regular telecasts in the field of current theatre and of geography. Professor Buell, who has had for several years a program called "Curtain Going Up", has found the adaption to television entirely successful. Not only has it increased the range of possibilities with visual materials, but he has been able to obtain much more visual material from professional sources. These materials in turn reinforce his classroom teaching, and the tight demands of television performance, he feels, have been reflected in considerable benefits in classroom teaching. Individual opportunities, such as these, can be offered in increasing amount. They cannot be forced on staff members, but remain an ever-growing possibility.
5. Appearances on panels and other occasional programs by individuals on the staff - Panels dealing with books, the problems of education and a host of other topics have invited guests from our staff. This area of television education will, of course, continue and expand and grow. Where such appearances demand lengthy preparation, cumulative credit is given toward load relief.

FURTHER DEVELOPMENTS

Development has been slow and steady. We are continuing at present in several ways:

1. This year's courses and series are planned and in some stage of production. Next year's work is being shaped.

2. In the general or policy realm, we are working on a statement which will attempt to apply the concept of academic freedom to television education and offer guides to us and to the public (should the occasion arise) which will make vital education possible in most if not all fields.
3. We have begun a program of evaluation of our efforts to be done by staff members drawn from the departments participating each year. At the end of three years, we hope to have some valid conclusions as to our role in television education and whether or not our premises have been correct. The question of particular talent for television performance, for instance, is most obviously going to need serious consideration.

IMPORTANCE OF DEPARTMENTAL RESPONSIBILITY

To the best of our knowledge, however, the building of television education into the normal structure of our departmental responsibilities is not only theoretically desirable, but the only way we can obtain continuous and effective teaching by this medium over the many years to come.

MICHIGAN STATE COLLEGE

TELEVISION AND AGRICULTURAL EXTENSION WORK

D. B. Varner, Director
Cooperative Extension Service

We have taken the position in Michigan that the Extension Service can no more ignore the potentialities of television as a means of education than could the County Agricultural Agents in 1915 ignore the possibilities of the automobile as a means of transportation.

We recognize its limitations but we also sense that here is a medium that offers great promise for the Extension Service. During the past two years we have had full measure of experience with television in Michigan. I should say to you that this has not all been pleasant or satisfying. President Hilton indicated to you it would be necessary, of course, for each institution to develop and execute its television program within the framework of its own environment. Certainly this has been true in Michigan where we find television is highly competitive, as far as we are concerned.

There are currently nine commercial television stations in Michigan which almost completely blanket the state. Our television audience has a great deal of freedom, therefore, and they are not in any sense compelled to view our particular offerings.

EXTENSION SERVICE'S
KEY ROLE IN EDUCATIONAL
PROGRAMMING

We have employed an extension television editor in Agriculture and in Home Economics. The first year of our operation, our own college television station used a kinescope recorder and through this device we were able to develop and project Extension television programs through the several commercial

stations operating in the state.

We made two prints of each program and through the "bicycling" process were able to get rather general state-wide coverage. In January of 1954, our college television station went on the air with live programming. From the beginning, the Extension Service was a major contributor to this program. We produced a daily thirty-minute farm television show, which included weather, news, farm markets, and subject-matter features. In addition to this, we conducted three thirty-minute Home Economics programs weekly and developed at a later date a one-hour 4-H Club show carried on Saturdays.

EFFECTS OF UHF ON
SIZE OF AUDIENCE

We felt our television program in general was very good and the performance of the station itself was very good. We had a wide coverage. It was possible to reach some two-thirds of the total population in the lower part of Michigan. We seemed to have everything except the viewing audience. I think the plain, disappointing facts were, and still are as far as we in Michigan are concerned, that UHF television simply is not reaching the people. Our station happens to be a UHF station.

In view of this, we changed our emphasis on July 1 of this year, and we are now operating at a reduced level on our own college station and are placing more emphasis upon servicing the existing nine commercial television stations in the state. Currently we are carrying one forty-five minute farm and home television show daily on our college station, and we are providing material for them to use in the commercial stations.

USE OF MICHIGAN'S
COMMERCIAL STATIONS

In each of the cities of Michigan having television stations, we have established an Extension Television Committee, made up of Extension Agents from the counties adjacent to the station.

There are no rigid patterns of operation, but the most common procedure is for these Extension Agents to plan and produce their own show, carrying the message they believe to be the most pertinent at the time. In general, we are enthusiastic about the progress made to date and the potential which we see.

Of course the success of the program depends largely on the creative ability and enthusiasm of the agent concerned. Some have not gone over very well. One has gone over extremely well. For example, one county agent, with the assistance of his staff and neighboring agents is currently conducting a daily fifteen-minute television show.

I think it would be both unwise and inaccurate if I should leave you with the impression that in our judgment, after our experience in Extension television, that this is the great "Messiah", as far as we are concerned. It is no more so than the automobile was a "Messiah" in the early days of the county agent. It poses problems. It is not fool-proof. It is time-consuming. It is costly. It is at times disappointing and frustrating. We are currently spending in Extension about \$50,000 a year on television efforts. In my judgment it never does and never shall replace the person-to-person contact, nor eliminate the necessity nor the advisability of working through newspapers and radio to the maximum extent possible. It is one of the many tools available to the Extension Service for getting valuable, worthwhile information to people in an effective manner.

TELEVISION A PROMISING
ADDITIONAL TOOL TO
EXTENSION SERVICE

As Extension administrators, it is one of our responsibilities to be ever alert to new ways of getting an old job done. We have a responsibility to the public to organize our efforts so that we produce the most effective possible service with the least possible expenditure of funds.

We believe this medium offers us real opportunity here, but we are also aware of its limitations.

I should like to say finally, I do not feel that an effective, aggressive Extension Service in mid-Twentieth Century can afford to ignore the tremendous potential offered by television.

UNIVERSITY OF WISCONSIN

ADULT EDUCATION AND EDUCATIONAL TELEVISION

L. H. Adolfson, Director,
University Extension Division

At the outset, let me say just a word about adult education in general.

The American university today is moving with increasing momentum toward a fuller realization of a cherished dream -- that a great university, with its extraordinary equipment and its family of teachers and scholars, will consider and provide for the part-time adult student of varying circumstances of life. Adult education -- as this function is sometimes called -- is coming into its own on many campuses as virtually a co-equal with undergraduate instruction.

TELEVISION EXTENDS THE
ADULT EDUCATION AUDIENCE

Now, what is the relationship of television to adult education?

If you have watched television consistently and have observed its impact at first hand, you know that this relatively new medium of mass communication has tremendous educational potentialities. Television is an educational medium, whether or

not we do anything about it. The only question is whether educational institutions and agencies are able to make effective use of it. In effect, educational television is an extension of our educational system -- enabling us to serve an immensely greater number of people than has hitherto been possible.

TELEVISION -- STIMULATOR,
NOT "CURE-ALL"

Before we can use television, however, we must learn a great deal more about it as an educational tool. At this stage of the game, too great enthusiasm could be harmful. Television is not and is never going to be an educational "cure-all". It is not going to replace the teacher in the classroom. It is not going to outmode correspondence study or other forms of campus outreach. It is not going to eliminate the use of films or slides or blackboards, as teaching aids. In fact, television will probably stimulate more and better employment of these traditional modes of instruction.

OPERATING
PRINCIPLES

With these thoughts as our background, we of the University of Wisconsin Extension Division are currently operating under the following principles:

1. That adult education as a university activity is "here to stay" and grow;
2. That television looks like a promising means of helping us to do our adult-education job better; and
3. That a key research topic in university extension at the present time is educational television.

INITIAL
OBSERVATIONS

To date, our television experience and research at Wisconsin has led us to the following tentative conclusions:

1. That well-planned and carefully presented educational programs will find at least some viewers, even in such an "educationally-saturated" city as Madison.
2. That there is nothing so unacceptable as technically poor television, no matter how well-intentioned the program. The teaching effectiveness of the instructor is probably the chief factor contributing to the success of the program.
3. That educational television is costly, both in terms of time and money.
4. That enrollees in formal television courses appear to desire direct instruction rather than instruction sugar-coated by entertainment, and that the acceptance of such courses can be enhanced by tying television instruction to instruction via correspondence or formal home study.
5. That kinescoped programs can find a secondary "market" in grade, high school, and adult classrooms.
6. That commercial stations are interested in using our kinescoped programs for rebroadcast.

Let me stress that these are only tentative conclusions. We are continuing to experiment up to the limit of our financial capabilities. By next year at this time our conclusions may be quite different. We are reasonably sure, however, that we will continue to discover a very real place for television in education and a very real place for education in television.

UNIVERSITY OF WISCONSIN

WISCONSIN'S APPROACH TO TELEVISION EDUCATION

H. B. McCarty, Director
Division of Radio-Television Education;
Executive Director, Wisconsin State Radio Council

WISCONSIN'S EARLIER
ROLE IN RADIO

Wisconsin's approach to educational television has been made along the trail marked out so clearly by radio broadcasting during the past 35 years, since the very beginning of broadcasting on the campus of the University in the early part of 1919. As you may know, Wisconsin operates a radio network of two AM and eight FM stations, offering schedules of approximately 16 hours daily. The service covers a great variety of subject matter and appeals to a great number of special interests.

This radio broadcasting service operates under a dual authority of the University and of the State Radio Council. A board of nine men, made up of two representatives from the University, one each from the state colleges, the Department of Public Instruction, the vocational education service, the Governor's office, and three citizen representatives appointed by the Governor constitute the Council. With the same leadership and guidance, we seek to find the place of television in education.

CLOSED-CIRCUIT
BEGINNINGS

In 1952, two years ago, the University established a closed-circuit television laboratory and allocated space for it in the building formerly used for chemical engineering. The University purchased three image orthicon camera chains and accessory equipment in order to provide the facilities for student training, research, and program experimentation. In 1953, the Legislature appropriated \$75,000 for the operation of an experimental station during the current biennium and provided that the station should share the studios and facilities of the University Television Laboratory. Purchase of a transmitter was made possible from a grant of \$100,000 from the Fund for Adult Education, and on May 3, 1954, the station took to the air with a modest schedule of programs, two to two and a half hours daily.

PROGRAMMING
HIGHLIGHTS

The first program to be offered on a regular basis was a series for young children known as "The Friendly Giant". This is a program about which I think you will hear more later on because the Educational Television and Radio Center has expressed interest in recording it for distribution to educational stations throughout the country.

Twenty-four years of radio broadcasting to the schools of Wisconsin had demonstrated to us that broadcasting can perform an important educational service in the classroom. It was natural, therefore, that we should attempt to see how television might serve as a classroom aid, and we chose first the field of creative art, in which we have had more than twenty years of experience in preparing radio programs for classroom use. Results of our TV experiments in art instruction are most heartening. One teacher has reported, for example, that a single television broadcast succeeded in changing the attitude of some of her students who were resistant to art instruction.

Quite naturally we have turned to the College of Agriculture for continuance of the kind of fine programming which has characterized its participation in broadcasting since the beginning of WHA. Likewise, the School of Home Economics and Home Economics Extension workers, through the presentation of two programs a week, are experimenting with television to discover ways of increasing their services to the state. Programs of a general informational and cultural nature include a series on Wisconsin history and folklore, discussions of public affairs, demonstrations of the activities and services of various state agencies, news background broadcasts, and so on.

In addition, we are presenting a number of programs of regular, systematic, organized instruction. One which has excited a good deal of curiosity is the teaching of piano by television. This series was just recently begun, so we are unable to tell yet what effect it has had or what success it will bring. The instructor has employed group instruction techniques previously in the teaching of piano and believes the same principles can be used in television. Psychology seems a "natural" for television and, like other stations, we are currently presenting a course of instruction in Introductory Psychology. Early experimentation has included two courses in foreign language, one in Spanish for Travelers and the other in Conversational German. The latter course makes use of foreign students on the campus who speak the language natively and this advantage, combined with camera closeups showing the formation of sounds, has demonstrated that foreign language teaching might benefit greatly from the use of the particular characteristics of television.

REACTIONS AND
STATE-WIDE PLANS

It is too early, of course, to know the effects of our efforts or to reach any firm conclusions. Our tentative measurements indicate very substantial audiences interested in programming of this kind.

We must continue our efforts to determine the interests of the people and evaluate their reactions. When the 1953 Legislature made the appropriation of \$75,000 for the operation of an experimental television station, it was facing a major question of whether a network of television stations should be established throughout the state, as had been proposed by a very active citizens group.

In addition to authorizing the experimental station, the Legislature provided that the question of a state network should be submitted to the people in a referendum at the November 2 election. This was ostensibly an attempt to determine what the people in general might think about such a proposal, but because of the shortness of time involved and the difficulty of getting full information to the people, the referendum has served the purposes of those who were vigorously opposed to educational television over a state network. As you may have heard, the people of Wisconsin on November 2 rejected the proposal of a state-wide educational television network by a vote of more than two to one. However, in Dane County, the area served by WHA-TV, the vote was favorable with approximately 27,000 yes votes to 25,000 no. This we believe is significant. It indicates that where people have an opportunity to judge what it is they are asked to spend their tax money for, they favor this kind of expenditure.

No matter what the ultimate mode of transmission may be - whether by public or private station, whether under local or state control - one thing is certain: experimental broadcasting must be continued, to determine the ways in which television can most effectively serve education. So, last Wednesday afternoon, just a week ago today, I presented to the Governor of Wisconsin a budget request for the 1955-57 biennium which includes a modest provision for the continuance of the experimental station, WHA-TV. As I said, we are convinced that at this particular stage of development it is highly important to carry on educational TV transmission, in order that the ultimate educational role of this medium can be determined. To that end we should like to assure our colleagues here and elsewhere that we are determined to make a vigorous defense of the television budget request and to continue the efforts of the University and other agencies of the state to find the best means of serving the people by television.

UNIVERSITY OF NORTH CAROLINA

EDUCATIONAL TELEVISION IN A MULTIPLE-CAMPUS UNIVERSITY

J. Harris Purks, Provost

I cannot speak with the full experience of those who represent institutions whose stations have been on the air. WUNC-TV has a television transmitter tower which is in the air but the signal is not yet on the air. We hope to be in action within about six to eight weeks, beginning programming on a four hour basis and gradually expanding.

First, a few facts concerning our multi-campus structure and our plan of operation. In the early 1930's, the State Legislature passed an act in which the Woman's College in Greensboro, University of North Carolina at Chapel Hill and North Carolina State College in Raleigh were consolidated. There is a chancellor in each of these institutions: Chancellor Graham at Greensboro; Chancellor Bostian at Raleigh; and Chancellor House at Chapel Hill.

MULTIPLE CAMPUS
RESOURCES

Our station is related to all three of these institutions. As a net result, all of the schools and departments of North Carolina State College including agriculture, engineering and forestry; the University of North Carolina which includes public health, medicine, dentistry, the Graduate School, auxiliary enterprises such as the Playmakers; and at Woman's College, home economics, liberal arts, the College's various aspects of music -- all are consequently available to us. We feel that there are extensive resources among the 1500 faculty members in the three institutions for us to call upon, of immeasurable benefit to the people of North Carolina.

FACULTY TELEVISION
COUNCIL

This is our structure: we have a University Television Programming Council which is made up of 21 faculty members, 7 from each institution. The 7 faculty members at each institution in turn constitute local television programming councils. The task which they undertake is to explore the program potential at the three institutions, to bring those potentials to the University Programming Council. This council, by the way, is in charge of approving the block diagram of the program which goes on the air. The block diagram of the program is under the supervision and subject to the recommendations of the President, made by the 21 faculty members.

In addition to supervising the block diagram of the program, the University Television Programming Council has established, designed and passed unanimously a code for those who will go on the air. It is a code which gives them freedom, yet requires restraint and good taste. That particular code was designed by the faculty, adopted and passed unanimously by it. We feel that will be of great assistance to us as a guide.

TELEVISION STATION
FACILITIES

As regards our facilities, we have studios on each of the three campuses. And we have a transmitter tower twelve miles from Chapel Hill. The tower is 1600 feet above sea level, 800 feet high, on a hill 300 feet above the surrounding terrain, which in turn is 500 feet above sea level. Programs arising in Greensboro at the Woman's College will be beamed by a succession of relays to the transmission tower in Chatham County, 12 miles from Chapel Hill. Programs from Raleigh will be relayed in the same way; Raleigh is 80 miles from Greensboro; Chapel Hill is 30 miles from Raleigh; Greensboro is 50 miles from Chapel Hill. In addition, we have a telecruiser automobile to locate and transmit things of interest around the state.

We have on our own initiative made contact with the other colleges in the state and offered schedules. Duke University, 12 miles away, will have a program potential available to us in such quantities as they see fit to contribute. In addition, Wake Forest nearby, Bennett College in Greensboro, A and T College there, have been issued invitations to participate by submitting programs. I think we have established contact with every college in the

State of North Carolina to offer time and facilities.

TELEVISION PRODUCTION
COUNCIL

We have also a Television Production Council which is distinct and different from the Television Programming Council. The production council relates to the business offices; Kay Kyser, whom I had hoped would be here today, is a production consultant for us. We have a staff of forty or fifty production people, specialists in the three institutions.

We expect very shortly to go on the air. Already our telecruiser has televised certain programs arising from North Carolina State Fair and beamed them to commercial stations in Durham. There are problems associated with educational television, many of them, which we have experienced already; but we have jumped a number of hurdles and feel that the program can go on, that television can be of incalculable benefit to the people of the state. We are working on the proposition that WUNC-TV can reach well over half of the state and subsequently through kinescope, all of the people of the people of the state. We are dedicating our operation to the welfare of the people of North Carolina, utilizing educational institutions, primarily the three institutions in the consolidated university, but not leaving out any educational asset or any educational program potential which is available in any of the educational institutions within the State of North Carolina.

OKLAHOMA A & M COLLEGE

OKLAHOMA'S EDUCATIONAL TELEVISION AUTHORITY

John W. Dunn, Director
Oklahoma Educational Television Authority

Educational broadcasting is no stranger in Oklahoma. Nor has it been since 1922 when Radio Station WNAD was licensed to the University of Oklahoma. In the intervening years, the people of the Sooner state have had ample opportunity to rub elbows with educational broadcasting and they have liked it. In fact, thousands of Oklahomans -- on the farms, in the small towns as well as the metropolitan areas -- have voiced their approval of educational broadcasting.

In recent years, the pioneer work of the University of Oklahoma in educational broadcasting has been reinforced by two very fine educational FM stations: KOKH in Oklahoma City and KWGS in Tulsa. Added to these has been the outstanding program service of Oklahoma A & M

College in supplying many hours a week of excellent educational programs to commercial outlets all over the state.

EARLY STATE
ACTION

So ... it was not accidental that the 1951 session of the Oklahoma legislature unanimously approved House Concurrent Resolution No. 5, urging the Federal Communications Commission to reserve television channels for educational uses and needs.

Nor was it unexpected that the Chancellor of the State System of Higher Education should call a conference in Oklahoma on November 19, 1951 to discuss what action should be taken in bringing educational television to the people. On July 29th, 1952, the Education Committee of the Oklahoma Legislative Council called the first state-wide educational television conference. Out of this meeting came a resolution that the State Regents for Higher Education should take early action in making application for the necessary educational television channels in Oklahoma.

In early September of that year, a consulting engineer was employed to make a state-wide survey and to recommend certain procedures. On February 13, 1953, the State Regents for Higher Education filed with the FCC an application for Channel 13 in Oklahoma City.

Thus was the stage set for legislative action which had already been put in motion, spearheaded by two great friends of educational television: William Langley and Byron Dacus. On May 7, 1953, the Oklahoma Senate echoed previous House action by passing House Bill No. 1033 with an overwhelming majority. The climax came on May 18th, 1953, when Governor Johnston Murray signed the bill creating the Oklahoma Educational Television Authority.

OKLAHOMA ETV AUTHORITY
PREDOMINATELY EDUCATORS

The Oklahoma Educational Television Authority is a statutory corporation endowed with very broad powers and governed by a board of 13 members. Six of these are members by virtue of their office: the President of the University of Oklahoma, the President of the Oklahoma A & M College, the Chancellor of the State System of Higher Education, the State Superintendent of Public Instruction, a representative of the State Senior College Presidents and a representative of the State Junior College Presidents. Of the seven members appointed by the Governor, the majority must be educators.

On August 19, 1953, Governor Murray completed his appointments to the Authority so that the complete membership assembled for the first time in the Blue Room of the State Capitol on August 25, 1953. A number of meetings were held during the remainder of that year and the first part of 1954. These were primarily organizational and exploratory, seeking to determine how the Authority was to function ... especially from the standpoint of using its revenue bond-issuing powers to provide funds for a state-wide network of educational TV stations as authorized by the statute.

Accordingly, on March 9, 1954, the Authority authorized a bond issue in the amount of \$1,450,000 and directed its bond attorney to push approval by the State Supreme Court. On July 9th, the Court disapproved the bond issue as presented but did authorize the Authority to issue bonds against all funds which had accrued to date in the Public Building Fund and which might accrue thereafter until the end of the current biennium.

Meanwhile, a construction permit had been granted to the Authority on December 2, 1953 for KETA-TV in Oklahoma City, Channel 13. Then on July 21, 1954 a construction permit was approved by the FCC for KOED-TV, Channel 11, in Tulsa. Thus the Authority found itself in business with construction permits for two VHF educational stations.

COMMERCIAL
COOPERATION

From the earliest beginnings of educational TV in Oklahoma, commercial interests had expressed a keen interest in helping ETV get started. Foremost among these was ex-Governor Roy J. Turner. It was he who proposed to build maximum power television station in Oklahoma City using a 1500 foot supporting structure for his antenna. After several business mergers, the Oklahoma Television Corporation did offer space on its 1500 foot tower and land on which to build a studio-transmitter building. Within a short time, KOTV, Inc. of Tulsa offered space on their 1137 foot tower for KOED's antenna and in addition absorbed the cost of erecting the antenna and transmission line. Furthermore, they proposed to erect a transmitter building at the site

for KOED and set aside a substantial sum of money for operating costs. Other television stations offered to train OETA personnel; an anonymous donor pledged \$50,000 a year for three years. The ball was rolling for educational television in Oklahoma.

July 26th of this year was a very important date for on that day the Authority's first bond issue in the amount of \$480,000 was issued and called immediately. In the meanwhile, our commercial associates in Oklahoma City and Tulsa were moving fast in their plans to go to maximum power with antennas on new high towers. The Authority swung into action with its first objective to catch up and preserve our places on these supporting structures.

The results: the Authority now has its antenna and transmission lines installed on the 1500 foot tower in Oklahoma City -- the tallest man-made structure in the world. The same is true in Tulsa on the 1137 foot tower; in addition in Tulsa KOED's transmitter house has been completed and is about ready for occupancy. Plans are rapidly taking shape for the erection of a studio-transmitter building in Oklahoma City, the purchase of transmitting equipment at both places and the purchase of studio technical equipment and furnishings in both Oklahoma City and Tulsa.

NORMAN AND STILLWATER
PARTICIPATING

Also in the picture is the establishment of auxiliary studios in both Norman (the University of Oklahoma) and Stillwater (Oklahoma A & M College). In those two places will be tremendous program resources which educational television must tap.

Programs from those two places will be microwaved to Oklahoma City. There is also a plan to exchange programs between Oklahoma City and Tulsa.

With the present set-up, approximate state-wide coverage can be achieved. Only the far corners of the state will not be within range of these two VHF stations. Of course, every effort is to be made in the future to make educational TV reach all parts of Oklahoma.

By the first of the year, we will begin the assembling of a professional staff for all phases of our operation. We hope to be on the air with KETA by late Spring and shortly thereafter with KOED.

CITIZEN'S ADVISORY
COMMITTEE

The statute which set up the Oklahoma Educational Television Authority also created a Citizen's Advisory Committee. At its most recent meeting in Oklahoma City, the Committee voted unanimously to undertake the responsibility of making a state-wide survey of what the people of Oklahoma need and want in the way of educational TV. The results of this survey will be of great value to the Authority as programs are tailor-made for the people.

In closing, may I sum up the net results of over 3 years of hard work in behalf of educational television in my state: the people of Oklahoma like and want educational television. They're backing ETV with their money -- some \$750,000 by the end of the current fiscal year; commercial TV interests are our friends. They too have backed ETV with more than \$900,000 in facilities and cash. Private donors have started a campaign with \$175,000 in cash. This makes more than \$1,750,000 Oklahoma and Oklahomans have invested in educational television. We believe educational television is there to stay in Oklahoma!

OKLAHOMA A. AND M. COLLEGE

OKLAHOMA A. AND M. IN THE STATE PLAN FOR EDUCATIONAL TELEVISION

O. S. Willham, President

Oklahoma A. and M. College will be only a part of the Oklahoma state-wide educational television set-up. We hope to carry out the functions of our land-grant college as a part of that state-wide program, keeping in mind that land-grant colleges and universities in this great nation of ours were conceived in democracy, based on science serving humanity and dedicated to the principle that there is true culture of general value in all that improves the way of life and the art of living.

Besides cooperating with the other stations and other educational institutions, I might say that we do not want to forget what the commercial radio and television stations have done in helping us in the past to carry out the functions of our land-grant college. We do not feel that our educational television will be in competition with them, but it will help to complement their work and we are planning with that in mind.

INSTRUCTIONAL
IMPROVEMENTS

Very briefly, we feel that educational television is going to help us improve instruction. Some 20 years ago, I took a course in embryology under Professor Guthrie at Iowa State College. It was a wonderful course, which could have been easily televised. If his class had been shown over television just one or two times, it would have been a great inspiration to all of the teachers who saw it. We feel we can raise the level of teaching by television. High school youngsters can be contacted out in the state more efficiently with some well-planned television programs from all of our educational institutions. We can do a more efficient job of acquainting them with college before they arrive on the various campuses in Oklahoma. We can think of many other things we can help to do to bring the people of Oklahoma a little closer to the Oklahoma A. and M. College, so that they may know what the college is doing on the campus.

RESEARCH TOOL

In addition to improving our teaching, I believe that educational television will prove to be a useful tool in research work. It will help us to acquaint the public with our research program, to interpret our research results and to demonstrate the time element involved in research, a factor of which the public is sometimes not aware.

AGRICULTURAL
INFORMATION

President Hovde has mentioned some of the needs for acquainting the public with our agricultural problems. We could do much over an educational television station, things not possible over a commercial station, bridging the gap between the public and our agencies in this country at the present time. How many people living in the cities in this country realize the change in cash expenses or cash output for the farm? Within our lifetime we have seen a change in the amount needed for cash expenses on the farm jump from 25% of the gross returns to 75% of the gross returns. This fact makes us more sympathetic with the farmer's concern over crop failures or a serious break in the market. There are many other aspects of farming which we can make known to the public. Farmers are a minority in our population today, and they need to realize how much more we are putting into the processing of products before these products go to the consumer; we as consumers insist on expensive packaging of many kinds. This reduces the farmers' share of the consumer's dollar. Such facts could be clarified for the general public over educational television.

In conclusion, the Oklahoma A. and M. College wants to be sure that the information is true and the culture is genuine which reaches people via educational television.

COOPERATIVE EXTENSION SERVICE

WOMEN - THE MOST IMPORTANT TELEVISION AUDIENCE

Miss Frances Scudder, Director
Division of Home Economics Programs, Federal Extension
Service, U.S. Department of Agriculture

The number of women who watch television is apparently a matter between themselves and the networks. Current audience research is not easily available. However, from the known number of television sets, reported to be over 33 million in October 1954, and from the fact that there are television sets in one out of every five homes in the rural counties, we have the basis for several assumptions. Of the estimated 100 million viewers, men, women and children, it is assumed that at least 25 million are women. They are in rural as well as urban communities. Several people close to the industry suggest that 5 million of these women viewers can be considered a potential regular audience for homemaking programs.

Lucinda Crile's 1953 "Findings from Television Studies" give us some further leads. For example: women in families owning television sets in a 16-county area around New York City spent nearly 24 hours weekly watching programs in 1951. Substantially the same viewing time was reported in January 1952 in the 12-county area surrounding Boston, 3.7 hours on week days. Los Angeles and New York City in 1953 reported an average of 7 hours of daytime viewing during the week.

As we consider the possibilities of making the findings of research more easily available and better understood by these daytime viewers, there is also a limited amount of experience which can guide us.

As we have heard this morning, there are a number of programs and considerable experimentation going on through college and university facilities. In addition home demonstration agents in some counties are telecasting, as are other county extension agents, over commercial stations. In 1953 a total of 372 home demonstration agents in 43 states produced from 1-54 telecasts, making nearly 1600 shows. The estimate for 1954 is 2500 television programs, a 50% increase.

KIND OF
AUDIENCE

What have we found out about those who watch? Are they a new audience? The Iowa study of "Let's Make a Dress T-V" reported on 3,000 enrollees. One-third of the farm women and three-fourths of the town women had not participated in extension programs prior to this series. Checks on other extension programs show a similar high percentage of new learners.

What is our present audience like? They are more likely to be high school or college graduates than from grammar school. Income will be in the upper two-thirds. Half of them will be carrying on some household activity at the time of viewing, the other half will not. Generally speaking, the amount of time spent watching television does not decrease with the length of ownership. Of the 1000 who registered for the "Let's Make a Dress" program in the Washington, D.C. area, one-half were under 35 and 60% had children under six. The demonstrations in this series were uniformly successful in communicating ideas and teaching practices regardless of such factors as age, education or previous skill in sewing.

IS AUDIENCE
PURPOSEFUL?

Is this audience purposeful? To go back to the Iowa study, one-third of the 3,000 who enrolled completed a dress and of these 93-99% of the several audiences studied reported that the dresses were satisfactory. Western Reserve University's report on a television credit course in psychology showed that one-half of those who registered came to the campus for the final examination. This compares with the usual 15-20% who take the correspondence course examination. The television students also scored higher than those who took the same course on the campus.

POTENTIAL FOR
HOME ECONOMICS

What, then, is the opportunity for home economics teaching by television? Unlimited, perhaps -- perhaps needing focus. One program director of a local station, speaking at the Ohio Workshop in 1953, suggests that we would do well to search out a specialized audience. Women, yes, but which women? Shall it be the mothers of young children? They are busy people. We know what most of them will be doing at any given telecast time. Can they be interrupted to watch? How long can we hold their attention? Much of the program to them may need to be audio with perhaps an alert to that which must be seen to be understood.

Young mothers are only one specialized audience. There are those who spend well but not too wisely. Several of our consumer information programs on food have good Hooper ratings. There must be women who have other buying problems. There are the women with special interests, those who want to do the usual household tasks better or faster, who want to be better managers, who want to understand their children, who have interest in public affairs.

Once the specialized audience is chosen, what talent is appropriate? Says the same local director, hunt the expert who can explain what he is doing.

College staffs working on programs urge localization of television programs. Interviews with local people, stories of local products or solving problems common to the area, have high appeal. They suggest that telecasters who are most successful are those who keep constantly to the program objective. For this most important audience, women, better living for the family is one guide.

Our teaching will be more than how-to-do. Through television the imaginative teacher can create interest in further learning. We can present programs which are rich, concise, uncluttered and effective.

From our experience so far we know that television multiplies our effort many times, that it reaches women we have not reached before. The ability to talk, to show, to explain is ours.

If from these early findings we can contemplate 2 million well-dressed women, saving a conservative five dollars a person because they made their dresses, and thousands taking psychology for credit, perhaps we can paraphrase -- never underestimate the power of education when it effects 5 million women.

THE EDUCATIONAL TELEVISION AND RADIO CENTER

THE CENTER AND NATIONAL EDUCATIONAL TELEVISION

Harry K. Newburn, President
Educational Television and Radio Center

When success crowned the efforts of those who had labored long and diligently to secure reserved channels for educational television, it was recognized this was just the first of several important steps essential to the satisfactory achievement of education by television. With the airways available, it next became necessary to provide the physical facilities essential to their use, and this has proved to be quite an undertaking. However, channels have been assigned, construction permits granted, stations built and transmitters placed in operation. Thus, gradually the physical basis for educational television is being assured.

It takes none of the luster away from such necessary pioneering efforts to recognize that the most difficult problems are yet to be solved. Once the facilities are assured, the question of their use becomes the predominate one. Facilities themselves, no matter how technical and costly, are neutral in nature. It becomes necessary at this point to ask, "How can such broadcasting stations be utilized to make the best possible contribution to education?", or more specifically, "What should be the nature of the program services provided for what audiences by these educational stations?"

To answer this question it is essential to delve into such matters as the fundamental purposes of the program service, the audiences to which programs should be directed, the relation of program length to effectiveness, the use of series as contrasted with individual units, the relation of format and methodology to achievement and many others.

UTILIZATION OF BROAD
EDUCATIONAL AND CUL-
TURAL RESOURCES

One fact became apparent at a relatively early date in the history of this movement. To achieve the contribution envisioned by the proponents of education by television, it is necessary to make use of available educational and cultural resources on a very broad front. It would be suicide indeed to limit stations

to local resources only or for that matter to require them to produce all their programs locally. It is necessary to supplement and enrich these limited potentialities not only through the exchange of programs produced by various local stations, but also with outstanding programs produced in a wide variety of places. It was to provide this national service that the Educational Television and Radio Center was created. Its primary purpose is to draw upon the rich resources of the entire world for outstanding programs which can be distributed to the educational television stations of the country.

The Center, a non-profit corporation, is located at Ann Arbor, Michigan. It has been financed to date primarily through grants from the Fund for Adult Education, an independent organization established by the Ford Foundation. The Center was organized in December, 1952, and inaugurated formal program services May 16, 1954. At present, five hours of programs are being distributed weekly to eight educational stations which pay a modest annual affiliation fee. In addition, certain productions are available for rental to educational institutions for use over commercial stations in areas where no educational television stations exist. The University of Nevada and the University of Wyoming, both members of your organization, were the first to introduce this service.

The programs distributed by the Center vary in length from fifteen minutes to one hour and come from three major sources. In the first place, educational television rights to selected commercially filmed materials have been acquired. In addition, several series have been developed in which selected film is used as the core supplemented with script materials prepared by consulting authorities. Both films and script are sent to local stations where the program is presented, part live and part on film, to provide a well-rounded educational ex-

perience. Also, efforts are underway to rent or lease foreign films for distribution, but to date relatively little headway has been made at this point.

EXCHANGE
PROGRAM

The second source of supply is the "exchange" program. Under this plan, the best of the programs produced over local stations are kinescoped for distribution to the others. The Center will select for this use only those outstanding programs which will appeal to a national audience and will round out the entire program service. It is anticipated that because of their peculiar resources certain stations will gradually become specialized in particular program areas, and, therefore, the others may wish to modify their own production in recognition of this factor. Due to the delay in the development of recording facilities, few exchange programs have been acquired to date, but in time it is anticipated that a considerable quantity will become available. In order to encourage such activities, the Center will pay all recording costs and in addition reimburse the producing station at the rate of \$5 per minute for all exchange programs accepted.

Finally, the Center hopes to secure much of its most unique and fundamental material through contracts entered into with various producing organizations. These agencies include foreign producers such as the Canadian Broadcasting Corporation and the British Broadcasting Corporation, commercial film studios, commercial television stations and networks, university film producers, university closed-circuit television production units, and educational television stations. Wherever possible, comprehensive world rights are obtained for audio-visual and theater as well as television uses, thus making the materials available to wider audiences.

EMPHASIS ON OTHERWISE
UNAVAILABLE PROGRAMS

In general, the Center hopes to bring to local audiences those programs which otherwise would not be available to them. This policy affects directly the audience for which such programs are produced. For example, the Center does not at present distribute programs for in-school broadcasting under the assumption that these items can and will be produced locally. Most programs are directed at age groups from the adolescent period upward. Generally speaking, they are designed for the adult citizen and require no particular amount of formal schooling and no special education. The average adult interested in intellectual matters will find them interesting and profitable. Some, of course, are geared to a higher intellectual threshold than others. While programs are not planned for such special groups as physicians, lawyers, carpenters, or farmers, some are directed at special groups of broader classification such as parents, young children, teen-agers, or the aged. Major emphasis, however, is directed at the non-specialized adult citizen broadly defined.

Since the success of educational television will be measured in terms of ability to use the medium to educate, the goals must be educational in nature. Even if it were possible to compete with the commercial networks in presenting entertainment -- which is doubtful -- entertainment must not become the purpose. Educational television, strangely enough, must have as its purpose education -- education in the broadest and richest sense to be sure, but education and nothing else.

ENTERTAINMENT A MEANS TO
THE EDUCATIONAL END

Clearly, it is necessary constantly to be aware of the fact that there must be an audience to educate. There is no point in preparing the most significant programs, educationally speaking, if there is no audience to view them. Obviously, the answer is to present educational programs which will catch and hold the interest and attention of the intended audience. If such programs can also be entertaining, exciting, or humorous -- and there is no fundamental reason why they cannot --, so much the better. But entertainment, excitement, and humor must be but means to the educational objective -- not ends in themselves. The purpose must remain educational or there is no educational television.

It is impossible to be certain at this point which categories of educational purposes can be accomplished through television. It can be assumed, however, that certain objectives will

be much more difficult of achievement than others. If the purpose is to inform, this should not be too difficult. Certain skills and abilities undoubtedly can be taught by television. It is to be hoped also that the medium can be used to develop understanding. If experience demonstrates that in addition such complex factors as attitudes, appreciations, value judgments, or even behavior can be affected by television, the whole range of educational opportunity may thus become available to those working in the medium.

One would be less than truthful if he failed to recognize at this point the major difficulties which are plaguing the educational television movement during these formative years. Like any new enterprise, and few recognize what a pioneer venture this really is, it is beset with problems of all kinds and descriptions. To date only nine stations, other than the two operated commercially by institutions of higher education, have begun broadcasting, and one of these has found it necessary to suspend operations temporarily. Several stations are struggling along with inadequate budgets, insufficient staffs, and limited broadcasting schedules. The community-type stations have not as yet resolved their problems of organization and long-range support. Delays in delivery of equipment have been common and the problems of learning to use such complex machinery have been as difficult of resolution as those concerned with proper integration of staff. The UHF spectre has haunted four of the nine stations and limited their audiences materially.

DEFINITION OF PROGRAM SERVICES YET TO COME

No clear definition of program services has emerged to date and thus the station offerings appear to be somewhat haphazard in nature. Insufficient experience has been accumulated to demonstrate how the station personnel can dedicate themselves to educational goals, and at the same time, offer vital and stimulating programs which will attract and hold the potential audiences. There is a tendency to turn to entertainment and away from education in an effort to secure an audience. This latter displays a confusion of ends with means and also reveals something of the frustration attached to the educational uses of the medium. Finally, the problems of the producer in attempting to coordinate and integrate the activities of the scholar and the teacher with the professionals -- an essential to proper production -- are persistent and demanding. It is entirely too easy, however, to overemphasize these problems, numerous though they are. In the first place, it should be realized that many of the difficulties are natural outgrowths of the newness of the enterprise. They arise from a lack of experience with education by television, from the necessity to create something new and different, and from the need to develop a reservoir of talent, professional skills, and top-level management devoted to these new purposes and goals.

But in spite of the obstacles which must be overcome by a pioneer movement of such magnitude, there are several very important assets in the picture which are likely to be overlooked in these early days of stress and strain. It is well to turn attention to these positive elements which sometimes are obscured by the troubled clouds about our heads.

TELEVISION'S ACCESSIBILITY

1. To begin with, think of the magnitude and meaning of the physical setting which has been provided for education by television. Receiving sets are now available in over 50 per cent of the American homes and in some localities this percentage is as high as 80 per cent or more. This means that it is possible to visit a majority of the American people in their own living rooms and to be both seen and heard by them in the process. The potentialities of this situation are demonstrated commercially by the almost fantastic sums that are paid for stations and for advertising over the networks. Recently, for example, a West Coast station was sold for almost \$8,000,000 and it is not uncommon for stations to bring prices up to \$5,000,000. Last year Proctor and Gamble spent almost \$15,000,000 for advertising over television networks, between 20 and 25% of their total advertising budget. If television is valued so highly by those who wish to sell products and services, there is reason to believe that such facilities likewise have great worth to those who are interested in their use for educational purposes.

While there are only eight educational stations broadcasting at the present time, there are

about 100 localities actively engaged in studying the possibilities of establishing such stations. A number of these will be on the air at an early date, including such important areas as Boston, Chicago, Denver, Detroit, New Orleans, Seattle, the University of Illinois, and the states of North Carolina, Alabama, and Oklahoma. Two of your members, while operating commercial stations, are doing a great deal of educational broadcasting. I refer, of course, to the pioneer station at Iowa State College and the University of Missouri unit. In addition, it must be recognized that the 400 or more commercially operated stations can utilize their facilities at times for educational purposes. They are, in fact, doing considerable programming of this nature -- many times in cooperation with educational institutions. So far as program resources are concerned, there also are great possibilities in the growing number of closed-circuit operations. For example, the Universities of Iowa and Michigan are producing a considerable quantity of program material at the present time and others, such as the University of Indiana and Syracuse University, are installing recording equipment for the same purpose. Thus, the physical facilities available for education by television are tremendous in scope and provide a major asset which must not be ignored.

PREVIOUS AUDIO-
VISUAL EXPERIENCE

2. A second and most meaningful factor is that associated with the great experience which has been accumulated in the use of educational films, educational radio, and, for that matter, commercial television. In fact, the tremendous experience with education generally in this country over the years has done much to prepare the way for this new means of accomplishing familiar ends. The institutions represented in your organization, with their emphasis upon service to all the people of their areas, have accumulated much valuable experience to assist those working with this new educational medium. True, these experiences must be adapted and something different created, but this takes only energy and imagination, both of which should be available in quantities among our institutions of higher education.

TALENT AND
CULTURAL RESOURCES

3. Third, think of the great reservoirs of talent and culture available in the colleges and universities of this land and in the cities where many of the stations will be located. The university assets include great teachers and scholars, libraries, laboratories, museums, musicians and musical organizations, artists, art collections, and other such stores of the materials out of which programs must come. The cities likewise can make available their rich cultural resources. These great storehouses of wisdom and culture will provide the raw materials which, when made available to the great scholars, researchers, and teachers in cooperation with the specialists in the communications arts, can be transformed into exciting and stimulating educational experiences for presentation by television to the American people -- young and old, in and out of school.

EDUCATION'S
HIDDEN "STARS"

4. Another very hopeful element must not be overlooked. There is growing evidence to indicate: (a) that the American people in large numbers do become enthusiastic about education through television when properly presented, and (b) that certain gifted people, now literally unknown, can adapt rather quickly to the use of this new medium for educational purposes. Dr. Frank Baxter, a professor of English at the University of Southern California, is a prime example of both of these assumptions. Unknown outside of California a year ago except to a limited academic circle, he today is nationally acclaimed as a television star and his Shakespeare program has a wide and enthusiastic audience. His program is interesting and entertaining but it is Shakespeare as only a scholar can present him. Here is a program which is enthusiastically received by a large and varied audience, but its goal is education in the finest sense of the term. And here is a teacher with the necessary talent to make this great literature come to life over the television screen. Not all teachers will have such gifts, but there are many such persons in our educational institutions and they will find an enthusiastic and appreciative audience awaiting when they "take to the air", so to speak. As Professor Baxter says, not all performers will have the benefit of such a gifted writer as he, but writing and producing talent, as well as the ability to perform before the cameras, will also emerge from the great reservoir of gifted and imaginative persons working in education and in the communications arts, given time and the proper encouragement.

EDUCATION MUST BE
KNOWLEDGEABLE ON
TELEVISION

The educational administrator, the scholar, and the teacher cannot afford to be passive about education through television particularly at this stage of development. Not all educational institutions can or should operate television stations and not all teachers and scholars can or should participate directly in the enterprise, but every institution should reach a decision in the matter only after intelligent study and certainly not by default. Likewise, the teaching and research personnel of an institution can hardly justify a "head in the sand" posture with regard to this new means for education. A good look at the potentialities should precede any decision, favorable or unfavorable.

This point of view is admirably summarized in a paragraph taken from the report of the Dartmouth Television Committee in which the group states:

"Despite a profound skepticism widely shared at the outset within the Committee as to the usefulness of television to an institution such as Dartmouth; despite a fundamental reluctance to encourage an adventure by the College along a course which is not **only untested in our own indigenous educational practices but is likewise largely un-**tried, at least conclusively, in the entire sphere of American education; despite the difficulties of pinning down many of the facts, to say nothing of the issues; and despite knowledge of the very considerable outlay of funds and manpower inevitably involved, the Committee has come gradually to the conclusion that the potentials of television in education are so enormous that it is likely that no institution of higher education will in the future be regarded as fully capable of realizing its purposes without having in some fashion made this instrument its servant. The only real questions to be resolved, in the opinion of the Committee, are how far and how fast Dartmouth should go in adapting television to its ends." *

To this statement, the speaker can think of no better response than, "Go ye and do likewise."

* "A Faculty Committee Looks at Educational Television", The Educational Record, October 1954, pages 293-294.

SUMMARY

David D. Henry

Those who spoke to you today have stood in the place of the pioneer. Each story recounted an act of faith. The experience reported, in case after case, justified that faith.

EDUCATION'S BASE
IS BROADENED

All who spoke today made the point that educational television broadens the base of service of the university, and makes it possible for the university to reach thousands of people who would not otherwise be served. This audience of new thousands may not be large enough to sell soap or to underwrite an Arthur Godfrey, but it is large enough to justify the expenditure of energy and dollars in educational television. In this fact we have the basic justification for non-commercial television in answer to those who claim that commercial television can take care of educational service.

The quick support for the development of educational television by leaders in the profession is a fine comment upon their vision and their alertness. The problems have been many. They were early anticipated by Dr. Arthur Adams, president of the American Council on Education, who, at the very beginning of the organized effort, said that the major problems would be: (1) making the public aware of the educational values inherent in the use of television for educational purposes, (2) getting money to build and operate educational stations, and (3) developing talent and programs worthy of educational service.

The speakers today emphasized that these have been the problems and that they continue to be the problems, but they also made clear that significant progress has been made in their solution.

ETV PROVIDES NEW METHODS
FOR OLD SERVICES

The speakers also stressed that educational television is not only a new educational service by our universities and colleges, but it is also a new method for the old services. In the classroom and in the field, in extension work particularly, television has made old ways more effective. Television does not replace older methods; it supplements them.

This point suggests that the educational television will not succeed as something "extra" - something peripheral in the educational program. It must be woven into the fabric of the total educational service. It does not belong in just a few departments or to a few specialists. It must reflect the skill, ingenuity, and quality of the institution as a whole.

Case after case today proved that there is a popular hunger for intellectual entertainment, for general information, for systematic learning. If our institutions feed this hunger with the quality of programs of which they are capable, educational television will be a success.

EDUCATIONAL QUALITY IS
THE KEY TO SUCCESS

Educational quality, not entertainment quality, is the essence of success; by this measure, educational television will stand or fall.

It is clear, too, from what has been said here today, that the broad scope of a movement is beyond a single pattern in organization, in method of support, of performance. From Oklahoma to North Carolina to Wisconsin, different patterns have emerged. Others could have been mentioned. The infinite variety already demonstrated will continue.

Educational television is moving from one phase to another, from isolated experiments to general adoption. The first phase has been to get stations on the air. The second is to develop operating support, demonstrate what television can do best, and integrate its service into the total educational mission of the country at all levels, in all kinds of schools. Television may serve the nursery school, the elementary, the secondary school, the adult center. It can be broadly informative or deal with specialized training. There

will be courses for credit, informal courses for the general audience, isolated programs of general interest. In short, what President Eisenhower said in 1952 has been the theme of this meeting, "Educational television is a brand new opportunity at all levels" of education.

*
* *
*

Additional copies available
from
JOINT COMMITTEE ON EDUCATIONAL TELEVISION
1785 Massachusetts Avenue, N.W.
Washington 6, D. C.

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."



A collaboration among the Maryland Institute for Technology in the Humanities,
University of Wisconsin-Madison Department of Communication Arts,
and Wisconsin Historical Society.

Supported by a Humanities Collections and Reference Resources grant from
the National Endowment for the Humanities



WISCONSIN
HISTORICAL
SOCIETY



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON



Any views, findings, conclusions, or recommendations expressed in this publication/collection do not necessarily reflect those of the
National Endowment for the Humanities.